

Year 3
Autumn term

**Unit Objectives
Year Three**

- Read and begin to write the vocabulary related to time.
- Use units of time and know the relationship between them (second, minute, hour, day, week, month, year). Pages: 79
- Suggest suitable units to estimate or measure time.
- Use a calendar.
- Read the time to five minutes on an analogue clock and a twelve hour digital clock, and use the notation 9:40
- Solve word problems involving numbers in 'real life', money and measures, using one or more steps. Explain how the problem was solved. Page 71

Link Objectives

Year 2

Year 4

- Use and begin to read the vocabulary related to time.
- Use units of time and know the relationships between them (second, minute, hour, day, week.)
- Suggest suitable units to estimate or measure time.
- Order the months of the year.
- Read the time to the hour, half hour, or quarter hour on an analogue clock and a twelve hour digital clock, and understand the notation 7:30
- Use mental addition and subtraction, simple multiplication and division, to solve simple word problems. Using one or two steps.

- Use, read and write the vocabulary related to time.
- Estimate/ check times using seconds, minutes, hours.
- Read the time from an analogue clock to the nearest minute, and from a 12-hour digital clock.
- Use am and pm and the notation 9:53.
- Read simple timetables and use this year's calendar.
- Use all four operations to solve word problems involving numbers in real life , money and measures (including time), using one or more steps.

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit:

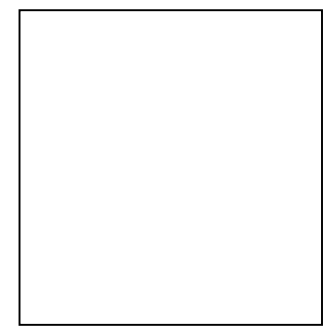
- Geared analogue clocks.
- Digital clocks
- Stop watch
- Mini 'show me' clock faces
- 2005 Calendar OHT: Resource sheet 12b.1
- OHT Resource sheet 12b.2
- Individual; enlarged paper copies of September 2005 12b.2
- Individual 2005 calendars on A4 12b.1
- Number lines marked in divisions of 5-minute intervals from various starting times.
- Vocabulary cards: hour, minute, day, week, second.
- Photocopy of TV schedule over 12 hours
- Resource sheet 12b.3 T.V Time cards

Planning Sheet		Day 1	Unit 12B: Time	Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
<p>To read the time on a digital and analogue clock to five minutes.</p> <p>To recognise the relationship between minutes and hours.</p> <p><u>Vocabulary</u> Time Seconds Minutes Hours Days of week Day of the week Months of year Calendar Date Earliest Latest Takes longer Takes less time Fall on</p>	<p>Count in divisions of five minutes beginning at a given time. E.g. half past seven, twenty five to eight, twenty to eight.... Quick fire responses with show me mini clocks. Respond to questions such as the time is twelve o'clock; show the time 10 minutes later, 25 minutes earlier. Teacher shows two clocks showing two times with a difference of 15 minutes.</p> <p>Q: Which is the latest time? How many minutes difference between the two times?</p> <p>Q: I go swimming at 10 o'clock and swim for 35 minutes, what time do I finish? My friend finishes at a quarter to eleven, who finishes latest?</p> <p>Q: I begin my lunch at 12:30 and finish at 1:05, how long did it take me to eat lunch? My friend finishes at 1:10, who takes less time? Who takes longest?</p> <p>Show a clock with the minute hand removed, move the hour hand between two o'clock times. Where approximately should the minute hand be? What do you notice about the hour hand?</p>	<p>To use units of time and know the relationship between them (second, minute, hour, day, week, month, year)</p> <p>To use a calendar</p> <p>To solve word problems involving numbers in real life. Explain how the problem was solved.</p> <p><u>Resources</u> Resource sheets 12b.2, 12b.1, 12b.3 Analogue clock Digital clock Analogue clock without minute hand</p>	<p>With an OHT 12b.2 of the current month's calendar, e.g. September 2005, explore the current month to familiarise the children with it. Revise fact that there are seven days in a week.</p> <p>Q: What is the current month? The day? The date?, How do we write the date in short form. E.g. 18/9/2005. What does the nine stand for? What does the 18 stand for?</p> <p>Q; When the first day of the calendar month e.g. Sept 2005 does not fall on a Monday, where are the missing three days? Monday, Tuesday, Wednesday?</p> <p>Establish with the children these days fall within the previous month of August. Give children individual paper copies of an enlarged calendar month, ask them to place their counter on number one and establish this is the first day of the month. Demonstrate how to read up the column to find the abbreviation for the day of the week.</p> <p>Q: What day of the week is the first of the month? Repeat with the 5th. 10th day of the month etc.</p> <p>Q: How many days are there in this month? What day of the week does the last day of the month fall on?</p> <p>Q: What date is the first Saturday of the month? Predict what date will the second Saturday fall on? How did you know? Will that help us to work out the dates of all the Saturdays this month?</p> <p>Q: I borrowed my library book on the 5th of the month, I have to take it back in two weeks, what date will that be? Is there something that you already know that might help? (Double seven add 5)</p> <p>In pairs, children explore the current years calendar copied onto A4. Find the day of the week of their birthday this year, sibling's birthday, bonfire night, Christmas day, Valentines day etc.</p>	<p>Show a 2005 calendar OHT,</p> <p>Q; What do you notice about the number of days in each month?</p> <p>Discuss the children's findings from exploration of 2005 calendar.</p> <p>Q: Can you predict what day of the week your birthday will be on next year? Why will it not be on the same day on the week?</p> <p>Say the rhyme: 30 days have September, April, June and November, All the rest have 31, except February alone, which has but 28 days clear and 29 in each leap year</p> <p>By the end of the lesson children should be able to: Use a calendar. Solve word problems involving the calendar.</p>	

Planning Sheet	Day 2	Unit 12B :Time	Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
<p>To use units of time and know the relationships between them (second, minute, hour, day, week.) To read the time on a digital and analogue clock to five minutes.</p> <p>Vocabulary Events order Timetable Row column Horizontal Vertical arrange times Time Seconds Minutes hours Days of week Earliest Latest Before After Between Begin End Start Finish Morning Afternoon evening</p>	<p>With sets of vocabulary cards teacher holds up a card that says 'one week', using individual white boards, children write corresponding number of days. Teacher holds up 1 hour, children write number of minutes. Teacher holds up sixty seconds, children write corresponding number of minutes.</p> <p>Ask the children to verbally state the most suitable unit of time appropriate to measure, the time it takes to: stand up and sit down 5 times, drink a glass of water, get changed for PE, eat lunch, run 100 metres. Ask children to estimate the length of time for some of the activities, then check, using stopwatch, timer and clocks with second hands.</p> <p>Play: Ping Pong': Teacher says "Ping" children reply with "Pong" Teacher says a time; children say the time 10 minutes later. Repeat with teacher saying a random month of year, children reply with the previous month.</p>	<p>To solve word problems involving numbers in real life. Explain how the problem was solved.</p> <p>Resources Resource sheets 12b.2, 12b.1, 12b.3 Analogue clock Digital clock Analogue clock</p>	<p>Discuss with children the order of the day. Ask for significant times of the day, e.g. registration, break, lunch, library, write the event and the time down, not in order.</p> <p>Q: How could these events be ordered?</p> <p>Discuss children's ideas. Distinguish the difference between horizontal and vertical ordering.</p> <p>Q: Where could tomorrow's events be fitted in?</p> <p>Show an example of a daily timetable for T.V viewing.</p> <p>Q: What information does this tell us? Tell me something about how the information has been set out.</p> <p>Point out information presented vertically in columns, read the headings of the columns e.g. BBC1 BBC2..</p> <p>With an OHT and children's individual copies of a daily TV schedule,</p> <p>Q: Can you spot your favourite T.V. programme? What time does it start? How long does it last? What time does the ITV evening news start? What time does the weather end?</p> <p>Working in groups of three, give each group a set of differentiated questions to answer and copies of the T.V. schedule. What time does Blue Peter start? What time does it finish? How long is the news?. Which programme is on before the news? Which channel has a film starting at 9.00? Which lasts longer The Bill or Coronation Street? Which programmes last an hour or more? If I leave school at three thirty and it takes me twenty minutes to walk home, what is the first programme I would be home in time to watch? I am able to watch up to two hours T.V on Saturday morning, which programmes would I be able to watch from start to finish?</p>	<p>With photocopies of individual programme titles and their times, mix them up, ask children to make a human time line and order horizontally from earliest to latest.</p> <p>Q: Which is the earliest/ latest programme?</p> <p>Q: Which programmes could I watch between 4 o'clock and half past six?</p> <p>By the end of the lesson the children should be able to: Answer word problems relating to a T.V timetable; explain how they solved the problem.</p>

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Planning Sheet	Day 3	Unit 1: Counting to 100	Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions



Planning Sheet	Day 4	Unit 1: Counting to 100		Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
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Planning Sheet	Day 5	Unit 1: Counting to 100		Term: Autumn	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
		▪	▪	▪	
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